



Lamar University – M.Ed. in Educational Technology Leadership

Reflections of ITSE Standards

Course Number:	Course Name:	ITSE Standard
EDLD 5370 ET5398	Educational Technology Leadership Internship	Standard I – Technology Operations and Concepts

Description of the Assignment/Performance Tasks	ITSE Standard: Educational technology facilitators demonstrate an in-depth understanding of technology operations and concepts.
<p>Note: Reflection at a critical level means writing text that reveals your opinion of the reading or experience, why you hold that opinion, how the experience/assignment/reading could be improved, how you see the reading or experience as consistent or inconsistent with what you have learned so far, implications for the future, etc. Reflection should include more content than just a recitation of facts and you should document your writing with a minimum of 3 references.</p> <p>Self –Assessment</p> <ol style="list-style-type: none"> 1. Critically reflect (see note above; not just recitation of facts) upon the knowledge you gained from the assignment. (3 Points) 2. Critically reflect upon the relationship between any new information you gained from the assignment with old information you previously held to be true. (2 Points) 3. How did the relationship between the old and new 	<p>“Although educator proficiency has improved over the past decade, technology facilitators and leaders must increase educators’ knowledge of technology operations and concepts” (Williamson & Redish, 2009, p.19). As a leader, I have implemented many concepts that I have learned through my readings and course assignments. Over the past 18 months, I have increased the technology operations and concept knowledge of my colleagues.</p> <p>From November 2010 through December 2011, I have learned how to continuously improve our parent and community partnerships by implementing and responding to our campus needs assessments. Our school and community relations lacked meaningful and convenient two-communication. The lack of parent involvement and two-communication interfered with our student achievement. We sent home a survey to the parents that encouraged them to suggest areas our school needed improvement. Many parents selected our school needed better two-way communication. Parents also acknowledged the two-way email communication, that was implemented last year, was a beneficial and effective way to communicate. Davies (1991) relates that exceptional parent-involvement programs have two-way communication in place between school and home that involves collaborative planning and decision-making with parents. I believe that my internship allowed our campus to increase our two-way communication and work towards the “exceptional” parental involvement programs that Davies refers</p>

<p>information you learned affect your personal experience with the assignment? (2 Points)</p> <p>Learn as a Learner</p> <ol style="list-style-type: none"> 1. Critically reflect (see note above; not just recitation of facts) upon your approach and strategies used in completing the assignment. (3 Points) 2. Critically reflect upon how you learn as a learner and how you assess your own performance in completing the assignment(s). (2 Points) 3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance? (2 Points) <p>Lifelong Learning Skills</p> <ol style="list-style-type: none"> 1. Critically reflect (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning. (3 Points) 2. How will your past interactions and collaborations with colleagues impact your future learning experiences? (2 Points) 3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation? (2 Points) <p>Additional Criteria</p> <ol style="list-style-type: none"> 1. Content posted to e-Portfolio wiki/blog/Google site (1 Point) 2. Mechanics (1 Point) 3. APA Format (1 Point) 4. Minimum of 3 References (1 Point) <p>(Maximum 25 points)</p>	<p>to, because I was able to teach my colleagues some of the basic competencies embedded within the ITSE Technology Standard I.</p> <p>I also provided other staff members with the skills to use blogs, RSS feeds, and wikis. I learned that leaders should be able to model and advocate 21st Century tools. I taught other educators that blogs, RSS feeds, and wikis are great ways to start the “Digital Immigrant” migration (Prensky, 2001).</p> <p>Another thing that I learned from my readings and this portion of my internship was that action research “enhances professional growth and brings about real change” (Dana, 2009, p.10). By attending and providing professional development on Web 2.0 tools, I have enhanced my professional development techniques to bring forth real change. I have also created a unique set of RSS feeds that allow me to continue my life-long learning.</p> <p>As a life-long learner, I realize that more training is needed to teach educators how to effectively reach out to parents and get them involved in their classrooms. I also learned that “finding better methods to achieve and maintain technology competency is an ongoing pursuit for technology facilitators and leaders” (Williamson & Redish, 2009, p.21). Ferrara and Ferrara (2005) relate that one of the biggest barriers that educators face in acquiring parental involvement in their classrooms is the lack of training on how to do it effectively. As a leader, I want to provide meaningful training that will not make educators feel like they are being “herded into the computer lab to learn skills with no apparent relationship to their daily work” (Williamson & Redish, 2009, p.21).</p> <p>Davies, D. (1991, January). Schools reaching out: Family, school, and community partnerships for student success. <i>Phi Delta Kappan</i>, 72(5), 376-382.</p> <p>Ferrara, M., & Ferrara, P. (2005). Parents as partners: Raising awareness as a teacher preparation program. <i>The Clearing House</i>, 79(2), 77.</p> <p>Fichman, Nancy Dana (2009). <i>Leading with passion and knowledge: The principal as action Researcher</i>. Thousand Oaks, CA: Corwin Press.</p> <p>Prensky, M. (2001). Digital natives, digital immigrants: Part 2. <i>On the Horizon</i>, 9(6), 1-9.</p> <p>Williamson, J. & Redish, T. (2009). <i>ITSE’s technology facilitation and leadership standards: What every K-12 leader should know and be able to do</i>. Eugene, OR: International Society in</p>
--	---

	Technology Education, pp. 17-32.
--	----------------------------------